

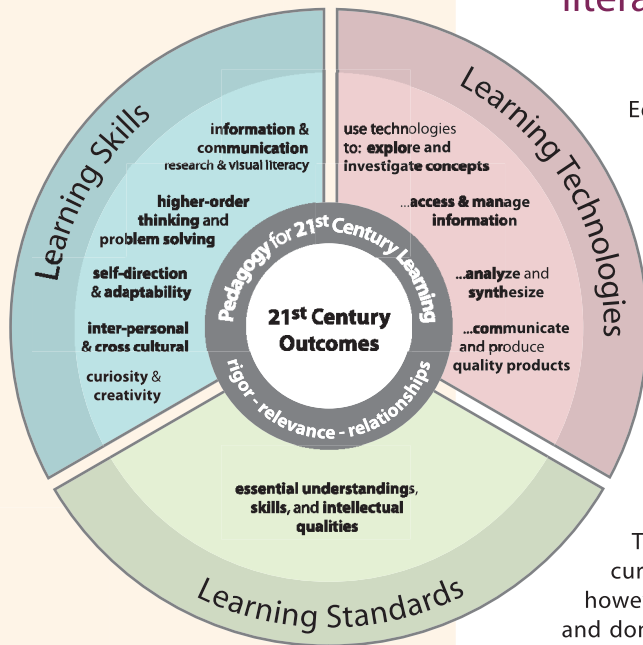
techSteps™

techSteps lets you plan, teach, and assess
K-8 technology literacy in an integrated,
21st century context.



The Leader in 21st Century
Teaching and Learning®

Use techSteps to teach and assess K-8 technology literacy in an integrated, 21st century context



Educators are committed to assisting every student in crossing the digital divide by ensuring that every student is technologically literate by the time he or she finishes the eighth grade. This goal - which is also a requirement of the No Child Left Behind Act - is integral to the promise we make as teachers to prepare our students to thrive in the world they will inherit and lead.

Though simply stated, the challenge is complex. Technology literacy skills are not learned well in isolation. They must be incorporated into standards-based lesson plans of the core content areas where they can add real value to student learning and understanding. And while this means that technology skills will be taught by different teachers, we are nevertheless asked to ensure that they are covered sufficiently and in a developmental manner.

To systematically achieve our goal, technology literacy frameworks, curriculum content, and assessment tools are necessary. Most products, however, resemble the failed computer-based training packages of the past, and don't reflect the new models of active learning and higher order thinking we know are essential to 21st century success. techSteps ends this compromise. Skill development is cleverly balanced within a sound integration framework to provide school districts with a complete and flexible way to implement, manage, and assess K-8 technology literacy development.

"West Virginia has implemented techSteps statewide to promote technology literacy and 21st century learning. We are pleased with the product and the results we are seeing in our classrooms and assessment data, and have no hesitation in recommending this product to others."

Brenda Williams
Executive Director
West Virginia Department of Education
Office of Instructional Technology

"With spending on assessment development expected to grow into the billions of dollars this decade, it is vital that our investment not focus merely on fulfilling federal requirements, but rather squarely on preparing today's children to face the challenges of participation in tomorrow's complex workplace and interconnected global community."

Assessment of 21st Century Skills:
The Current Landscape - JUNE 2005
Partnership for 21st Century Skills

1 Students use the activity books and templates to build information products and develop technology literacy skills in an integrated context.

Opinion Survey

Getting Started

Challenge
Design a survey to determine how a certain group of people feels about a particular issue. Use your findings to support statements in a written report.

Get Started
► To start the **Opinion Survey**, click this button:

Opinion Survey

Prepare Your Survey
► In cell **B1**, enter the title of your survey.

	A	B	C	D	E	F
1		Violence on Television				
2		Name 1	Name 2	Name 3	Name 4	Name 5
3	Statement 1 ...	0	0	0	0	0

Survey Statements
► Enter a statement in each of cells **A3 to A8**. Write each statement so that another person will say that it is true or false. For example:

- There is too much violence on television.
- Children copy what they see on television.
- Children learn positive things from television.
- Sometimes I am frightened by television shows.

Violence on Television

discussion today about violence on television and in people put violence in television shows because en like watching it? Do they really know that this

that 75% of

highfield

e is too much

ision.

h most of the students don't think kids copy television ank there should be less violence shown. This is because ion is sometimes scary, and even if only one kid copies evision, that's still a bad thing.

Yes, there is too much violence

No, there is not too much violence

11 & 12-Year Old Students at Highfield

2 Teachers use the authentic assessment tools to generate, record, and share meaningful feedback.

Home Page ~ SchoolKIT techSteps - Windows Internet Explorer

http://www.techsteps.com

Live Search

Home Page ~ SchoolKIT techSteps

Grade 5 Activity 3: Assessment Rubric

Student: Samuel Blanchart

Criteria	Performance			Weight	Comments
Choose a significant survey topic - one about which people hold strong opinions.	The topic is significant and suitable for a survey. ✓	The topic is suitable for a survey.	The topic is not suitable for a survey.	1	The significance of your topic is well explained.
Make sure that data from your survey is accurately recorded in your spreadsheet. It should include all titles, labels, and	The spreadsheet is well organized and accurate. It includes a survey title, survey statements, and all responses.	There are minor errors in the spreadsheet file. ✓	The layout of the spreadsheet is poor and / or survey data is not accurate or complete.	4	
Apply the SUM function to tally results of a survey.	The formula correctly tallies the results of the survey.	There is a minor error in the formula. ✓	The formula is missing or is substantially incorrect.	1	
Make sure that your graph is a complete and useful representation of the levels of agreement and disagreement for each	The data is well represented in an accurate graph. ✓	There are minor omissions in the graphed data that make its meaning unclear.	The graph is incomplete and / or is a poor representation of the survey results.	3	Well done. The graph is detailed and accurate. Good color choices make it clear and readable.
Use the graphed data to draw reasonable conclusions about the topic.	The results of the survey are clearly articulated. A reasonable conclusion is drawn without overgeneralization. ✓	The results of the survey are explained. The conclusion drawn is over-generalized.	The survey results are poorly explained and / or the conclusion drawn is not consistent with the data.	4	
In your concluding statement discuss the limitations to the validity caused by the size and composition of the sample.	The concluding statement thoroughly addresses the validity of the data. ✓	The concluding statement briefly addresses the validity of the data.	The concluding statement does not address the validity of the data.	1	

3 A tech-literacy certification profile is maintained for each student.

Student Tech-Literacy Profile

techAttain

Student: Samuel Blanchart Profile Date: 3 May 2009
Grade: 5 Attainment: 158

Creativity and Innovation

- Generate new ideas, products, and processes
- Create expressive works

■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Communication and Collaboration

- Interact and collaborate with others
- Design for, and convey information to multiple audiences

■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Research and Information Fluency

- Select relevant information from valid and reliable sources
- Organize, analyze, evaluate, synthesize, and report information

■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Critical Thinking, Problem Solving, and Decision Making

- Model and interpret data to inform thinking and decision making
- Define problems and develop/implement solutions

■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ✓

Digital Citizenship

- Exercise responsible use of information
- Seize and amplify opportunities to learn, contribute, and lead

■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ✓

Technology Operations and Concepts

- Understand and use technology systems and applications
- Transfer knowledge to troubleshoot and learn new technologies

■ ■ ■ ■ ■ ■ ■ ■ ■ ■

techSteps includes:

K-8 Technology Literacy Curriculum

Built on the National Educational Technology Standards for Students (NETS*S) and the work of the Partnership for 21st Century Skills, the techSteps curriculum is underpinned by a robust set of K-8 technology literacy standards. The content is presented as a set of electronic activity books for each grade level. Using these guides, students are launched into real world applications where they learn new technology skills as they work through meaningful mathematics, science, language arts, and social studies activities.

K-8 Technology Literacy Assessment and Reporting

Formative and summative assessment and reporting options are available to meet teacher and district needs. For example, each learning activity includes an assessment rubric tied to the technology literacy standards. Optionally, districts may implement the techAttain component. techAttain maintains a technology literacy profile for each student, indicating the extent to which overall tech literacy has been attained. Individual, school, district, and statewide progress can be reported.

Three things teachers enjoy...

■ Engaging, Age-Appropriate Activities

You will see how relevant the activities are to your curriculum. Your students will see fun, hands-on projects.

■ Saving Time

While most technology lesson plans require lots of preparation, the techSteps activities contain everything you need: instructions, templates, graphics, assessment rubrics, and links to optional Web resources.

■ Teacher-Friendly Materials

The instructions are clear and easy to follow. You don't have to be a technology expert to get started. You can learn valuable new skills right alongside your students.

Three things administrators enjoy...

■ Rigor and Relevance

Know that the rigor and relevance of your syllabus and standards-based lessons will be sustained as technology literacy is appropriately developed.

■ Straight-Forward Implementation

Use the curriculum 'as-is' to get started. Over time, further map and customize the flexible activities to create a unique district technology literacy program.

■ Enabling Accountability

Set district-wide expectations and watch as all students receive solid instruction in foundational technology literacy skills, evidenced through summative assessment profiles.

Plug the power of technology into your existing curriculum



About SchoolKiT

At SchoolKiT, we know that technology skills are important, but we also understand that 21st century learning is about much more than that. It is about students learning to use technology systematically and creatively to think critically and solve problems.

School districts that partner with SchoolKiT ensure that all of their teachers integrate technology in meaningful ways to improve student learning and academic results.

Together, we take a twofold approach. By implementing our technology literacy and integration activities, districts see immediate success - in the classroom - where it counts. And using our online professional development solution, teachers become critical users of technology, able to design lessons that really do improve student learning.

To learn how you can put the power of SchoolKiT to work for you, call 1-800-979-0373 or email sales@schoolkit.com.

SchoolKiT

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**PARTNERSHIP FOR
21ST CENTURY SKILLS**

SchoolKiT is a professional development affiliate of the Partnership for 21st Century Skills which supports the integration of 21st century skills into all aspects of teaching and learning.